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ABSTRACT

Ten English-as-a-Second-Language (ESL) programs have been selected as examples of effective ESL programs across the state of Pennsylvania. For each program identified, the following information is provided: a general description of the program; information about the program's instructional methods and materials; and highlights of special features or components. The name, address, and telephone number of the program and a contact person are listed for readers interested in obtaining additional information. (JL)

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Pennsylvania ESL Programs:

A Guide To Innovative Practices

Pennsylvania Department of Education

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1500 Herr Street
Harrisburg, PA 17103

We also thank the ESL providers across the state who provided the information we asked of them regarding the special features of their programs.

We hope that this information about effective ESL practices will be of value to other programs in the Commonwealth which are seeking ways to respond to the needs of the ESL populations in their communities.

INTRODUCTION

During fiscal year 1988-89 the Division of Adult Basic and Literacy Education and AdvancE, within the State Library of Pennsylvania, convened a committee of ESL providers to identify some of the many effective ESL programs currently providing services to ESL learners enrolled in Adult Basic and Literacy Education Programs across the state. The committee was charged with the mission of identifying programs that had innovative features which could be adopted/adapted by other programs.

In selecting programs the committee considered a wide range of criteria, some of which are listed here:

- The program has a written plan of the content which will be taught.
- Staff are introduced to and utilize a variety of instructional methodologies and materials.
- The curriculum incorporates the four components of language learning: listening, speaking, reading, and writing.
- Appropriate ESL placement, progress, and achievement tests are utilized.
- Students receive information about and are referred to public and private agencies.
- Counseling is provided by the program and through referral.

For each of the 10 programs selected, we have included a general description, information about the program's instructional methods and materials, and highlights of special features or components. The name, address, and telephone number of the agency and a contact person are listed for readers interested in securing additional information.

We hope this document will help improve instruction and strengthen service to limited English proficient adults. It builds upon other activities which have taken place within Pennsylvania in recent years: a PAACE (Pennsylvania Association for Adult Continuing Education) ESL Interest Group has been formed; the Fall Workshops now routinely include a session specifically for ESL instructors; more projects have been funded with Adult Education Act, Section 353 monies to respond to ESL needs; the Division of Adult Basic and Literacy Education Programs has appointed an ESL coordinator to work with local programs; and AdvancE has substantially increased the number of ESL materials available for loan based on recommendations from an ESL resource review committee. In addition, the revised Adult Education Act now includes a special section (372) for ESL. This funding, while limited, will permit additional emphasis to be placed on ESL.

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Program:

Allegheny Intermediate Unit
Adult Basic Education/English
as a Second Language Program
200 Commerce Court Building
Pittsburgh, PA 15219-1178
412-394-5803

Contact Person:

Alina Hudson

General Program Description:

The Allegheny Intermediate Unit (AIU) has been offering adult English as a Second Language (ESL) classes since 1975. These classes have grown larger over the years. Currently, in the combined ESL programs there are as many as 30 to 35 ESL classes and numerous tutorials spread out over the Allegheny County area.

The average total enrollment for one school year is approximately 800 students. The program maintains an open entry policy so that students may enter at any time during the school year.

Classes are homogenous in terms of levels with from 6 to 30 students in a class. About 50 different countries are represented among the student population.

The programs use both paid and volunteer ESL teachers. ESL volunteer tutors are also used in the outreach program for one-to-one instruction.

Instructional Methodology and Materials

The ESL curriculum is varied to meet the individual needs of each student. At all levels, the emphasis in the classroom is on developing aural/oral skills. ESL learning activities include the following:

A. Pronunciation drills are used with a focus on sounds that are difficult for students depending on the native language.

B. Grammatical structures are given in sentence patterns. Very little grammar explanations are given at beginning levels; these points are conveyed by illustration and extensive drilling through repetition -- group and individual.

C. Many visuals, photographs, magazine pictures and illustrations, newspapers, comic strips, and other props are used to convey meaning.

D. New vocabulary is taught via sentence patterns and put into context -- real life-like situations; vocabulary is never taught in isolation.

E. Stress and intonation are emphasized in all oral work.

F. Teaching survival and coping skills is a daily activity. Concentration is on vital statistics, introductions, telephone calling, asking for directions and information (and giving it), counting money, food shopping, health care, emergency situations, social taboos, filling out applications, banking, post office, transportation, local geography, and the like.

G. Customs and cross cultural differences are explained and practiced, e.g., the appropriateness or inappropriateness of handshaking, touching, asking permission, being on time, calling to break appointments and commitments, buying gifts, etc.

H. Audio tapes including recordings of Jazz Chants and American songs are played to reinforce stress and intonation.

I. Role playing and dialogues are used to encourage students to use the language in natural speech, to give them independence, and to encourage spontaneity and creativity.

J. Special attention is given to the employment-related needs of students, e.g., developing skills necessary to obtain employment or to maintain and/or upgrade employment.

Use of the native language in the classroom is not permitted. Students are encouraged to interact with one another in English as much as possible. ESL games are used to stimulate interaction between students and to reinforce classroom work.

Reading and writing are kept to a minimum at the beginning levels. Each student has a writing workbook. Exercises are controlled; students are not asked to write anything they do not know how to say. Homework from workbooks and handouts is assigned daily and reviewed in class -- again stressing the aural/oral aspect.

At the intermediate and advanced levels, more time is devoted to reading and writing. Writing is much less controlled than at beginning levels. Students are challenged according to individual ability, e.g., guided compositions for slower students and "free" compositions for quicker students are assigned.

The following is a sample of the textbooks currently being used:

Side by Side (Prentice Hall)
Expressways (Prentice Hall)
Please Write (Prentice Hall)
Write it Right (Prentice Hall)
English for Adult Competency (Prentice Hall)
Practical English (Harcourt, Brace)
It's Up to You (Longman)
English that Works (Scott, Foresman)

Take it Easy (Prentice Hall)
Developing Communicative Competence (University of Pittsburgh)
No Hot Water (Macmillan)
No Cold Water Either (Macmillan)

Special Features:

1. Tutor Training

The intermediate unit utilizes tutors in its ESL program and has a strong tutor training component that includes the following:

A. Initial telephone interview using a list of screening questions.

B. Personal interview conducted by the director or a tutor trainer.

C. First training workshop which covers (1) sensitivity training, meaning of commitment, job duties, expectations, programmatic procedures, program forms; (2) introduction of instructional material; and (3) demonstration of a lesson.

D. Attendance at a master class to observe a tutor-trainer teaching a class using the methods and techniques taught at the first workshop.

E. Second training workshop where volunteer must present a lesson and be critiqued.

F. Successful volunteers are placed. For those not deemed ready, step D or E, or both are repeated, focusing on the identified weakness or need of each volunteer.

G. After teaching several lessons independently, the tutor is observed and given feedback.

H. If needed, the trainer gives a demonstration lesson based on identified needs.

I. Workshops and on-site visits continue.

2. Counseling Services

A. At the initial interview the counselor gathers as much information from the student as possible concerning educational goals, interests, needs and or problems. The counselor is available to aid students in solving any particular problem that interferes with class attendance or with learning. This sometimes means making a referral to another community agency, depending on the severity of the problem. For example, some of the problems may include: vision impairment, hearing impairment, speech impediment, housing problems, child care problems, employment problems, psychological problems, health problems, transportation difficulties, and the like.

B. The counselor solicits from the students interest in various topics and provides information sessions to interested students in the form of orientations, guest speakers, films, pamphlets or whatever is necessary and reasonable to give the needed information.

C. When using community resources, arrangements are made for speakers to present requested information to the students at intervals which would allow time for students' regular classes as well as preparatory work for the presentation.

D. Resources for the counselor include the Film Library at the intermediate unit.

E. Preparatory handouts are distributed at least a few days before the presentations are scheduled. This may include vocabulary lists and discussion questions or any related items of interest to enhance understanding of the information to be given in the presentation.

F. The counselor has regular meetings with each teacher, at least bi-monthly, to respond to any problems that have come up, including any extended student absences. In the case of continued unexplained absences, the counselor follows up on each student, e.g., telephones to find out the reason and to help the student solve the problem, if possible. This procedure aids greatly in student retention. Since the counselor handles the entire Intake Data procedure, she/he is able to stay current on any student concern.

Program:

Allentown Literacy Council
English as a Second Language Program
530 Hamilton Street
Allentown, PA 18101
215-435-0680

Contact Person:

Linda V. McCrossan

General Program Description:

The Allentown Literacy Council has offered ESL classes in Allentown since 1977. In 1988-89, the Council offered 30 classes at three instructional sites in Allentown. Classes are taught by trained bilingual (Spanish and English) ESL teachers and are supported by volunteers. Approximately 350 students attend these classes yearly.

Eighty percent of the students are Hispanic, primarily Puerto Rican. In 1988, the remaining 20 percent came from 27 different countries.

Instructional Methodology:

The Allentown Literacy Council's ESL curriculum is competency-based. Allentown has chosen this approach because it emphasizes the teaching/learning of English needed for performing specific skills. Allentown believes this competency-based program offers the following advantages:

a. Consistency with accepted curriculum development practices, current linguistic theory regarding the development of communicative competence, and adult learning theory.

b. A means for student evaluation, and

c. A basis for program accountability.

The ESL program is divided into three levels - beginning, intermediate, and advanced. The curriculum for each level is divided into topics or contexts in which the language is used. There are nine topics for the Beginner and Intermediate levels and 17 topics for the Advanced. The nine topics for the Beginner are: personal identification, personal identification and social communication, communication on the telephone, food and money, health care, clothing, transportation, housing, and looking for a job - community resources. The nine topics for the Intermediate are: identification and communication, time and communication on the telephone, shopping for food, health care - emergencies, clothing, banking and postal services, housing and transportation, looking for a job - occupations, and our community. The 17 topics for the Advanced are: personal identification and social language, food and money, health

care and safety, clothing, banking and postal services, housing and transportation, seeking employment - occupations, our community, community helpers, U.S. history and government, the first Americans, America's early years, the pilgrims - the American Revolution, the Declaration of Independence, the Constitution and the American Flag, the Civil War - expansion and immigration, what is democracy? - the U.S. Constitution, and the U.S. government.

Each topic in each level of the curriculum is divided into the competency objectives to be achieved: vocabulary, grammar, resources and materials, culture notes, and language functions.

Since the focus of the curriculum is to develop the ability to communicate orally and develop basic reading skills, grammar is taught as part of communication and is always related to communication. All vocabulary is developed around each topic and taught in real life settings and not in isolated vocabulary lists.

Each topic includes cultural notes which are used to explain cultural similarities and contrasts between the American culture and the student's culture.

Since the emphasis of the program is on the use of English, language functions are included at the end of each topic. For example, "Upon request, give self identification and personal information at place of employment." Functions become more complex as the level increases.

In addition to topics, cultural notes, and language functions, the curriculum includes vocabulary and grammatical structures amd provides suggested page numbers in each of the following material for each topic. Teachers may use any or all of the materials or may develop their own. Teachers, however, must follow the curriculum. In many instances, several references are given for the same topic to provide a choice for the teacher depending on the literacy needs of the student.

Instructional Resources:

Entry to English (Steck Vaughn)
English for Adult Competency I, II (Prentice Hall)
English Sentence Structure (University of Michigan)
English Your Second Language Book 1-5 (Steck Vaughn)
Oxford Picture Dictionary Beginner's Workbook (New Readers Press)
Vocabulary in Context (Dormac, Inc.)
English Spoken Here (Cambridge)
Regent's English Workbook (Regent)
Beginning Language Activities for English Language Learners (National Textbook Company)
Discovering English (Newbury House)
English Pattern Practices (Prentice Hall)
Easy Vocabulary Games (National Textbook Company)
Nation by Nation (Newbury House)
Beyond the Classroom (Newbury House)
Supermarket Language: A Survival Vocabulary (Janus)

Springboards (Addison Wesley)
English Spoken Here: Life in the United States (Cambridge)
Job Application Language: A Survival Vocabulary (Janus)
Look at the U.S. (Contemporary)
Language Development Through Context (Addison Wesley)
Everyday English (Volundad)

Teacher Developed Materials:

Flashcards
The local newspaper
Ads from the newspaper and store flyers
Telephones
Map of Allentown with pictures

Allentown plans to develop the reading and writing component of the curriculum over the next two years. Currently, ESL staff has access to a 4,000 volume library on adult reading and writing.

Special Features:

1. All staff are bilingual/biliterate in English and Spanish.

2. Only English is used in the classroom, but the native language Spanish is used in the referral/support work outside of the classroom.

3. Classes are scheduled in three, 10-11 week sessions and one intensive summer session each year.

4. There are three graduation ceremonies per year. They include participation of community leaders, the awarding of diplomas, and certificates.

5. Six to nine student speakers participate in each graduation ceremony.

6. The program is open entry and open exit.

7. Students are awarded diplomas and attendance certificates at the end of each session.

8. Students receive a student membership card at the beginning of each session.

9. There is a consistent outreach program with two components--initial and continuing--follow through each session.

10. The initial outreach takes place in the Hispanic community three times a year when staff visit stores, shops, churches, and Hispanic community leaders to announce the beginning of each session.

11. Continuing outreach occurs when students are called if they do not attend class and/or are referred to other educational and community agencies.

12. One morning each week is devoted to reading and writing.

13. Students can choose the number of hours they attend weekly. A minimum of four hours is required. However, students may take 15 hours a week.

Program:

David G. Neuman Senior Center
Jewish Community Center of Greater Philadelphia
6600 Bustleton Avenue
Philadelphia, PA 19149
215-338-9800

Contact Person:

Rosalie Alexander, Site Director
Susan Adams, Program Coordinator

General Program Description:

For the past two years more than 200 students have participated in the David G. Newman Senior Center's ESL program. Over 16 classes in four different sites are held weekly, ranging from very basic English (survival skills) to very advanced levels (conversation, literature, and cinema). Class size varies from four to 20 students per teacher with extra aides to assist in the larger classes. Approximately 20 students receive individual studies with a tutor.

The majority of the students are Russian immigrants over the age of 55. Many students come to learn English within weeks of arriving in the United States. They know how important English will be to adjustment in a new country.

In addition to the Program Coordinator and Satellite Coordinator, there is one Testing Consultant who evaluates students for class placement. There are 20 teachers, most of whom are volunteers. They have been trained and are continually exposed to new teaching techniques in staff workshops held at the Neuman Center.

Several students have progressed so far that they are now teachers in this program, helping newcomers to learn English.

Instructional Materials

A. Basic Level

Before Book One (Prentice Hall) - Listening and Survival
Entry to English, Book 3 (Steck-Vaughn) - Phonics
New Oxford Picture Dictionary (Oxford University Press) - Vocabulary
Emergency English, Skill Book I (Kendall/Hunt) - Coping Skills
Laubach Way to Reading (New Readers Press) - Reading
Focus on Phonics I (New Readers Press) - Phonics
Expressways Foundation (Prentice Hall) - Transitional

B. Beginner

Expressways, Book I (Prentice Hall) - Conversation
Survival English, Book 1 or 2 (Prentice Hall) - Coping
Remembering, Book 1 (New Readers Press) - Reading
Entry to English, Book 4 (Steck-Vaughn) - Phonics, Survival, Writing
From the Start (Longman) - Listening
English Step by Step (Prentice Hall) - Grammar
New Oxford Picture Dictionary, Beginner Workbook (Oxford University Press)

C. Intermediate

Lifelines, Book 2 (Prentice Hall) - Coping
What's the Story, Books 1 and 2 (Longman) - Conversation
Listen to Me! (Newbury) - Listening
True Stories in the News (Longman) - Reading
Good Days Bad Days (NJ Department of Education) - Reading
Idea Exchange (Newbury) - Writing
Idioms in American Life (Prentice Hall) - Idioms
Handbook for Citizenship (Alemany) - Transitional
The Immigrant Experience (Prentice Hall) - Coping
New Oxford Picture Dictionary, Intermediate Workbook (Oxford University Press)

D. Advanced

What's the Story, Book 3 (Longman) - Conversation
Handbook for Citizenship (Alemany)
Challenger Series (New Readers Press) - Reading
Time, We the People (National Textbook) - Reading, Problem Solving
Learning from the Lives of Amazing People (Good Apple, Inc.)
Creative Encounters with Creative People (Good Apple, Inc.)
Images of Aging in Literature (National Council on Aging) - Critical Reading Skills
A Family Album (National Council on Aging)
Spotlight on Literature (Random House)

Special Features:

Emphasis is placed on providing counseling to new refugees/immigrants and helping them become a part of the general senior center population. A part-time Russian speaking counselor provides information on housing, fuel assistance, rent rebates, etc. To assist in assimilation, two clubs were formed -- one is a Russian speaking club and the other is a Yiddish speaking group. As a member of a club, students have representation on committees and participate in decision making with English speaking clients. The democratic process is taught through election of officers, etc.

To bridge the cultural gap more aggressively, a group called "Ayn Mishpucha" (One Family) was organized. Twenty English speaking center participants meet on a regular basis with an equal number of advanced ESL students. The discussions are all in English. Topics for discussion range from the abstract to the concrete. The group has been meeting long enough to openly discuss feelings of rejection, personal histories, and coping with losses. A staff member facilitates the discussion. The group decides, in advance, on a topic for the next meeting. This activity has been instrumental in helping each group to understand the other.

For two years the Center has been a part of an intergenerational program which involves elementary and middle school age students and ESL adults in joint educational and cultural events.

Program:

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Immigration and Refugee Services
Catholic Charities
Catholic Diocese of Harrisburg
1500 Herr Street
Harrisburg, PA 17103
717-232-0568

Contact Person:

Faye Schirato

General Program Description:

Immigration and Refugee Services of Catholic Charities has been teaching English as a Second Language to adults for 14 years in the Central Pennsylvania area. The program offers instruction in classroom settings, although trained tutors are used on a one-to-one basis when deemed appropriate.

In 1988-89, Immigration and Refugee Services provided ten separate classes for limited English speaking adults; five of the classes were in the Harrisburg area, two in Hershey, one in Lancaster, one in Bendersville (Adams County), and one was scheduled at a work site. Classes are conducted at various times of the day to accommodate a large range of student schedules. All classes are taught by qualified full-time and part-time teachers.

Instructional Methodology and Materials:

A variety of methods are used including TPR (Total Physical Response), the Lipson Method, the Natural Approach, and the Audio-Lingual Method. The program includes three levels of instruction: beginner, intermediate, and advanced. Standard instructional materials used include the Prentice Hall series Side by Side and the Blanton Composition Program published by Newbury House. The Dormac Idiom series is also used. The students served include migrant families, exchange students, refugees, immigrants, amnesty and citizenship candidates, and non-native English speaking citizens. The classes are available to all limited English speaking adults regardless of income, race, religion, immigration status, or national origin.

Special Features:

1. Workplace ESL

   Housekeeping and kitchen personnel of a local corporation receive ESL training on-site where employes learn job-related vocabulary and terms. Catholic Charities creates some materials to meet specific site needs, but also uses Prentice Hall's Your First Job: Putting Your English to Work.

2. Citizenship/Amnesty

Classes are offered which are designed to meet citizenship/amnesty requirements. Students are provided with an understanding of U.S. history and government as well as ESL. In addition to locally developed materials, the program has used Contemporary's Look at the U.S. and Dormac's Way to U.S. Citizenship.

3. Volunteers and Student Interns

Volunteers are recruited from Messiah College, Millersville University of Pennsylvania, and the Tri-County Volunteer Action Center. The volunteers serve as teachers' aides in ESL classes. Several college internships in ESL are provided by the program each year.

4. Staff Development

Free in-service training is provided at least twice a year for all paid and volunteer staff. The training focuses on new methods and techniques in the ESL field such as the use of Student Performance Levels and TPR. Other agencies in Central Pennsylvania also are invited to participate.

5. Support Services

A variety of support services are available to students, although some services are limited to qualifying students, due to restrictions imposed by funding sources. An immigration counselor helps students process paperwork for U.S. residency, citizenship, or sponsorship of family members still in their home country. Bilingual/bicultural caseworkers provide translation services as well as information and referral to mainstream social services.

6. Linkages

The program has established strong ties with several ethnic communities in Central Pennsylvania. Such linkages allow for easy recruitment of students. Other linkages include local churches, the Opportunities Industrialization Center, Susquehanna Employment and Training Corporation, the Dauphin County Assistance Office, the International Service Center, the Indochinese Coalition of Central Pennsylvania, the Cambodian Community of Pennsylvania, and the Vietnamese Mutual Assistance Association. Catholic Charities also works closely with the Hershey Entertainment and Resort Company, a large corporation in the area.

Program:

Lancaster-Lebanon Intermediate Unit
31 South Duke Street
Lancaster, PA 17602
717-293-7636

Contact Person:

John Corse, Jr.
Director

Sandy Strunk
Adult Education Specialist

General Program Description:

The Adult Enrichment Center's (AEC) English as a Second Language program, which began in 1970 with one class and one paid instructor, now has 11 classes and seven instructors. Each week, the Center offers 27 hours of beginning, intermediate, and advanced ESL instruction. TOEFL (Test of English as a Foreign Language) preparation, job specific instruction, career guidance, Spanish GED, and workplace instruction supplement basic language skills. Classes are offered during both day and evening hours in order to provide optimum service to as many students as possible.

Having had students from more than 80 countries, the Center encourages the sharing of traditions and customs in unique and innovative ways. The Center's cultural diversity is an asset which is incorporated into the curriculum whenever possible. This year the ESL students will publish an AEC International Cookbook featuring traditional recipes and the customs associated with various foods.

The staff uses a variety of instructional techniques, with an emphasis on meeting the short and long term goals of each student. They strive to offer a balanced ESL curriculum that includes listening, speaking, reading, writing and enculturation activities. Volunteer tutors are used to provide individualized instruction whenever appropriate.

Instructional Materials

AEC instructors use a variety of materials including:

English Step by Step with Pictures (Prentice Hall/Regents)
A Conversation Book I and II (Prentice Hall/Regents)
Spectrum Series (Prentice Hall/Regents)
Essential Idioms in English (Prentice Hall/Regents)
Pronunciation Contrasts in English (Prentice Hall/Regents)
Little Stories for Big People (Prentice Hall/Regents)

English: Your Second Language (Steck-Vaughn)
America's Story (Steck-Vaughn)
Passport to America (National Textbook)
Intermediate Composition Practice (Newbury House)

Special Features:

1. TOEFL Preparation

Many of the students who study ESL at the Adult Enrichment Center choose to continue their studies at various colleges and universities throughout the United States. Since admission to many of these institutions is contingent upon a minimum score on the TOEFL test, one class at the Center is devoted to preparation for this examination.

2. Workplace ESL

Beginning and Advanced ESL classes are offered in the workplace. These classes not only include basic skill instruction, but also incorporate job-specific vocabulary and work-related group discussions. Last year more than 50 ESL students were taught in the workplace.

3. Support Services

The Adult Enrichment Center provides students with a career development class, a computer tutorial program, and assistance with INS (Immigration and Naturalization Service) paperwork. Whenever possible, the Center works with area social service agencies to resolve student child care and transportation problems.

4. Staff Development

ESL instructors are encouraged to share both their expertise and their "headaches" through the Center's Peer Coaching Program. Teachers take turns visiting other classrooms, then provide each other with valuable feedback and support on what works and what doesn't work in the ESL classroom.

Program:

Lancaster-Lebanon Literacy Council
2109 New Holland Pike
Lancaster, PA 17601
717-295-5523

and

One Cumberland Street
Lebanon, PA 17042
717-274-3461

Contact Persons:

Ruth Morehead (Lancaster)
Jean Henry (Lebanon)

General Program Description:

The Lancaster-Lebanon Council's ESL program has been serving the two-county area for four years. ESL services include the following components: 1) one-to-one tutoring, 2) trained volunteers for Adult Basic Education ESL classes, 3) work site ESL classes, 4) referral services to classes or other training, and 5) tutor training.

Instructional Methodology and Materials

An eclectic approach to ESL education is used which takes into account such variables as type and length of education, culture and language background, age, personality, and specific needs. Testing instruments and commercially published and teacher produced materials are used according to the above variables. Tests used include: the ESLOA test, the Thumbnail Diagnostic Placement Test, the Ilyin and Best STEL Test, pronunciation tests for Southeast Asians developed by the Center for Applied Linguistics, and the READ test. Competency based and survival American English is stressed for beginning and intermediate students. Books include: The Oxford Picture Dictionary of American English (Oxford University Press), A New Start (Heinemann), Emergency English (Kendall/Hunt), English for Adult Competency (Prentice Hall), Side By Side (Prentice Hall), No Hot Water Tonight (Macmillan), No Cold Water Either (Macmillan) and Jazz Chants (Delta). Advanced students are given a variety of textbooks and materials depending upon their needs and test results. Textbooks include: LADO (Prentice Hall), Graded Exercises in English (Prentice Hall), Essential Idioms in English (Prentice Hall), Colloquial English (Prentice Hall), Attitudes Through Idioms (Delta), Improving Aural Comprehension and Improving Spoken English (Delta), Listen and Say It Right (Delta), and Focus on Phonics (New Readers Press). Audio tapes and computer aided instruction are available.

Special Features:

1. Linkages

The council has established strong linkages with social service and educational agencies. Linkages have been established with refugee and immigrant mutual support associations; church groups; governmental agencies, such as job training programs; school districts; vocational-technical schools; the intermediate unit; college programs; and other literacy councils.

2. Tracking

A computerized tracking system allows the Council to track all students and tutors. Students referred to other programs can be tracked to see if they are being properly served. Tutors are tracked to facilitate matches.

3. Workplace ESL

The Council is providing a variety of worksite instruction. Basic instruction has been offered to foreign professionals at the Hershey Medical Center and to foreign health personnel at the Veteran's Administration Hospital. Services are also being provided in a furniture factory and for nurses' aides. Intercultural training and discussions are held for worksite personnel officers, supervisors, and students. Teacher prepared job specific materials are used as well as the following commercially produced texts: Let's Work Safely, Listen and Say It Right, Improving Aural Comprehension, Improving Spoken English, Colloquial English, English Your Second Language, Nurse's Aide Training Manual, and Contemporary's Pre-GED and GED materials.

4. Tutor Training

The Council uses LVA (Literacy Volunteers of America) slides, tapes, and other materials to teach audio-lingual techniques and sensitization to second language learning. Other aspects of the training include: job expectations, introduction to commercially produced and other competency based instructional materials, and demonostrations of lessons for different level students.

Program: 1009

Nationalities Services Center
Educational Services
1300 Spruce Street
Philadelphia, PA 19107
215-893-8424

Contact Person:

Delores L. Howland

General Program Description:

The Nationalities Services Center (NSC) is a non-sectarian, non-profit United Way agency that has been providing human and educational services to immigrants, refugees, and non- and limited-English-speakers for over 60 years. English as a Second Language (ESL) education is available within a classroom setting or on a one-to-one (tutor/student) basis. Classes are offered daily, mornings, afternoons, and evenings. Tutorials are arranged as needed at days/times convenient to both parties. Instructional staff is composed of professional educators and trained volunteers.

ESL instruction takes place at 1300 Spruce Street; tutorials may be conducted at other mutually-agreed upon sites in the city. The calendar year is organized on a quarterly basis: Fall, Winter, Spring, Summer. Students are required to take the NSC Placement Test when they register to determine appropriate level. In any given year, enrollments can range from 800-1,200 students. The NSC Educational Program is accredited by the Accrediting Council for Continuing Education and Training.

Instructional Methodology:

The instructional methodology is learner-oriented and provides students with language/communicative skills. It incorporates speaking/conversation (pronunciation), listening/comprehension, reading/comprehension, and writing for practical purposes such as filling out forms or for job upgrading, for a diploma or higher education, and for writing essays or using a composition form.

Instructional Materials:

Instructional materials are varied and include the following:

Oral 1 - The Learnables I (International Linguistics Corp.), A New Start(Heinemann), Picture It! (Prentice Hall), Progressive Picture Compositions (Longman), Basic Vocabulary Building Dittos (National Textbook).

Reading/
Writing 1 - A New Start, Laubach Way to Reading (New Readers Press), Focus on Phonics (New Readers Press), Basic Vocabulary Building Dittos, Hayes Phonics Dittos (Hayes School Publishing), Sounds Easy (Alemany).

Oral 2	-	The Learnables I, Total Physical Response (Sky Oaks), Progressive Picture Compositions, Picture It!, and Basic Vocabulary Building Dittos.
Reading/ Writing 2	-	Survival English (Prentice Hall), Picture It!, Progressive Picture Compositions, Focus on Phonics: Book 2, Sign Language: A Survival Vocabulary, Hayes Phonics Dittos, Beginning Composition Through Pictures (Wesley), Sounds Easy.
Oral 3	-	Side by Side, 1A Tapes (Prentice Hall), Side by Side, 1A Guided Conversation Book, The Learnables, Book II.
Reading/ Writing 3	-	Side by Side, Activity Workbook 1A, English for Adult Competency, Book 1 (Prentice Hall), English Spoken Here: Getting Started, (Prentice Hall), Learning American English (McGraw Hill), A New Arrival (Alemany), Line by Line, 1A (Prentice Hall), Side by Side, 1A.
Oral 4	-	Side by Side, 1B, A Conversation Book: Book 1 (Prentice Hall), Whaddaya Say (Prentice Hall), Learnables: Book 3 and tape.
Reading/ Writing 4	-	A Conversation Book: Book 1, The Chicken Smells Good (Prentice Hall), Side by Side, 1B Text, Side by Side, 1B Workbook.
Oral 5	-	Side by Side, 2A, Whaddaya Say, Learnables: Book 4.
Reading/ Writing 5	-	Write from the Start (Newbury), The Chicken Smells Good.

Special Features:

1. The Refugee Assistance Program (RAP)/ESL is provided for all eligible refugees in the southeast region of the Commonwealth. Human services -- family/individual counseling, immigration counseling and interpreting/translation services are included in this program which is funded by the Commonwealth of Pennsylvania, Department of Public Welfare. In FY 1989-90, English language training services emphasized vocational ESL.

2. NSC's Educational Program works closely with the Mayor's Commission on Literacy (MCOL), especially the ESL component of literacy. This past year NSC was subcontracted by MCOL to enhance ESL/literacy programs in the city by increasing the number of ESL sites and training additional volunteers. NSC has produced:

   o Learning Together: English Lessons on the Radio. These one-half hour tapes with an accompanying student workbook oriented to the higher beginner or low intermediate adult learner are available for copying purposes. The ten tapes cover six life skills situations: 1) Personal Identification, 2) The Family, 3) Public Transportation, 4) Health Care Services, 5) Use of the Telephone, and 6) Employment. This project was funded by MCOL.

3. ABE/ESL/Literacy classes for elderly limited-English-speakers take place in the Logan area of the city.

4. ESL/Civics, Citizenship Classes

   The curriculum of these classes responds to the needs of aliens who have been granted amnesty by the Immigration Reform and Control Act of 1986, and who are preparing to adjust their status to that of permanent residence. NSC is recognized by the U.S. Department of Justice, Immigration Naturalization Service (INS) as a "Qualified Designated Entity," and as such issues official Certificates of Satisfactory Pursuit to students who have successfully completed the course. It is open to others who seek to improve their knowledge of U.S. History/Government in preparation for citizenship/naturalization. Classes are taught by professional, salaried instructors and trained, experienced volunteers.

5. GED/ESL

   Preparation for the General Education Development examination is provided with special attention to the needs of students whose primary language is not English. NSC's approach to GED integrates continued English language learning with GED content.

6. Volunteers

   Volunteers are integral to NSC's traditional ongoing educational program. Volunteers teach in either a classroom setting or on a one-to-one basis. Some volunteers are referred by the Volunteer Action Council, MCOL, or the Center for Literacy. Many are recruited by friends already teaching, and others through the press or radio/tv media. Professional supervision ensures quality of services.

   NSC's corps of volunteers is composed of a broad range of people -- retired educators, members of NSC's Board of Directors, students working towards a degree, homemakers, and community people wanting to help others improve the quality of life.

7. Staff Development

For the corps of 50-70 volunteers, periodically scheduled training and development workshops focus on ESL methodology, cross-cultural sensitivity, and innovative approaches to language learning/teaching. Training workshops are conducted by professional staff.

8. Support Services

NCS's three other service divisions -- Counseling, Migration, Community -- complement the educational programs and are available to all. The multilingual staff provides assistance with personal or family problems, immigration/naturalization laws and procedures, family reunification, translation of official documents, and on-site interpreting for public or private organizations.

The agency's human services are accredited by the Council on Accreditation of Services for Families and Children. Migration staff is accredited by the Board of Immigration Appeals.

Because of the agency's long-standing relationship with other service providers in the city/region, student/client referrals and linkages are quickly expedited when deemed appropriate.

Program:

Partners for ESL
1580 Carr Way
Warminster, PA 18974
215-674-3793

Site: 1340 Christian Street
Philadelphia, PA 19147
215-271-2630

Contact Person:

Janice Frick

General Program Description:

Partners for ESL, a nonprofit educational organization, began its first English language training program for Southeast Asian refugee adults in 1984. Since then, the number of students served has increased each year (the 66 in 1988/89 bringing the total to 326). Of the 42 volunteer tutors who served in 1988-89, 65 percent have been with the program from two to five years, 61 percent hold degrees above the high school diploma and 29 percent have teaching certification. In addition to the base programs, in which the clientele is primarily Southeast Asian, a workforce program for Philadelphia hotel employees is serving a multi-ethnic group. Instruction in the former program is provided to classes by professional staff and to small groups by trained and supervised volunteer tutors. Workforce classes are instructed by qualified ESL teachers.

Instructional Methodology:

Instruction is provided from beginning ESL/illiterate through GED for the LEP (limited English proficient) individual. The lowest level class uses no books, but is instructed using an eclectic approach to methodology for listening and speaking (including grammatical drill by the direct method and Side by Side I (Prentice Hall); TPR and task analysis; the Silent Way approach; Dialogues related to the survival topics and others; pictures and picture stories including Live Action English Pictures (Alemany) and Speaking of Pictures (Steck-Vaughn). For reading and writing the program uses a number of phonics workbooks available in educational supply stores, sight words and form words, and a modified language experience approach relating reading and writing to oral classroom activities. Program created tapes provide homework. On all other levels students are instructed by tutors in groups of six-eight. Though books and workbooks are provided and utilized, tutors are trained and encouraged to use the various methodologies as well. At all levels, prevocational materials form part of the curriculum.

To date, workforce clientele have been at an intermediate or advanced ESL level. In addition to workplace and job-specific materials provided by the employer or created by the instructor, emphasis has been placed upon pronunciation and intonation, oral practice of advanced grammatical structures (Side by Side II), American idioms, spelling and writing skills, and meeting individual needs through homework assignments. Selections from a number of vocational ESL books have been used and students' requests to study U.S. history, geography, and literature have been answered.

Instructional Materials:

Partners for ESL obtains some materials through The Reader Development Program of the Free Library of Philadelphia. (Note: The Reader Development Program carefully reviews and selects ABE/GED/ESL materials for distribution to programs throughout the city. These materials are purchased from various sources of funds and are distributed for retention by programs. The ESL titles selected are listed in the Reader Development ESL Curriculum Guide which may be obtained from AdvancE.)

Other materials Partners for ESL has successfully used include:

Get Ready (Prentice-Hall, Inc.)
The New Arrival I and II (Alemany Press)
Survival Pronunciation (Alemany Press)
English with a Smile I and II (National Textbook Co.)
Janus Career Awareness Plus Series (Janus Publishing Co.)
English Your Second Language I, II and III (Steck-Vaughn Co.)
Modern American Dialogues and Cassettes (Macmillan Publishers)
Look Again Pictures (Alemany Press)
America's Story I and II (Steck-Vaughn Co.)
World Geography I and II (Steck-Vaughn Co.)
The Earth and Beyond (Steck-Vaughn Co.)
Basic Composition for ESL (Scott, Foresman and Co.)
Writing in English I, II and III (Macmillan Publishers)
Everyday People (Steck-Vaughn Co.)
Finding a Job (Steck-Vaughn Co.)
Success at Work (Steck-Vaughn Co.)
How to Get a Job and Keep It (Steck-Vaughn Co.)
Becoming a Supervisor (Scott, Foresman Co.)

Special Features:

The Partners for ESL program has a strong record of retention of students and tutors. This record stems partially from the organization's philosophy of equality and shared responsibility among professional, tutorial and student components. Students are required to take initiative in their lessons and responsibility for their own education. Other factors include:

1. Three (initial, mid-session and final-evaluation) tutor training workshops are offered for each of the three yearly instructional sessions. New tutors observe professional staff prior to teaching.

2. Professional staff is available for consultation with tutors before, during, and after each lesson.

3. An informal support system has evolved from tutors having regular contact with each other for task-related discussion, reinforcement, and exchange of ideas before and after each lesson.

4. Tutors are carefully assessed and assigned to group levels according to their wishes and abilities.

5. Students are encouraged to share features and aspects of their cultures as a way of maintaining pride in their own traditions. Intercultural events, including an annual luncheon of the students' native dishes plus informal instruction in traditional dance, are regularly scheduled.

6. Free baby-sitting and preschool ESL instruction is provided on site.

7. Citizenship classes, which include trips to Philadelphia historical sites, are offered.

8. Computer-aided instruction in English, mathematics, and typing is available.

9. Educational and personal counseling and translation services are available daily.

10. Referrals are made for job training and counseling.

Program:

Pittsburgh Public School
Connelley Skill Learning Center
1501 Bedford Avenue
Pittsburgh, PA 15219
412-338-3735

Contact Person:

Carol Schutte

General Program Description:

The Connelley Skill Learning Center is the adult arm of the School District of Pittsburgh. The school district has offered a course in English for Immigrants for more than 70 years in various schools throughout the system. In 1973 the program was moved to Connelley and its name was changed to English as a Second Language (ESL). Currently, instruction is offered to foreign students at three levels: basic, intermediate, and advanced (one class for each level). There are no minimum requirements and it is open to all foreign adult students. Applications are accepted at all times. The classes meet five days a week Monday through Friday from 8:30 a.m. to 2:30 p.m. The instruction is designed to develop competency in listening, speaking, reading, and writing to help students function in American society in a manner commensurate with their abilities, interests, and aspirations. An integral part of the curriculum is an introduction to American culture. All classes are taught by certified full-time instructors. Group and individualized instruction are offered.

Instructional Methodology and Materials

The instructors use eclectic methods with a variety of techniques and procedures chosen to integrate skills and actively involve students in the creative process of learning a language.

Techniques

1. To improve listening comprehension: cloze tapes, dictations, video tapes, questions and answers.

2. To develop communicative competence: pair work, group work, class projects (i.e., Children's Hospital Drive), formal speeches, and role play.

3. To develop reading skills and vocabulary expansion: readers, authentic materials-newspaper articles, magazine features.

4. To develop writing competence: compositions, journals, summaries, letter writing, resume writing.

Books - Basic

Line by Line (Prentice Hall)
Welcome to English (Prentice Hall)
The Chicken Smells Good (Prentice Hall)
Lifelines (Prentice Hall)
Step by Step (Regents)
Foundations for Reading and Writing (Prentice Hall)
Teacher Made Materials

Books - Intermediate

Developing Communicative Competence (University of Pittsburgh Press)
Whaddaya Say (Prentice Hall)
Look Who's Talking (Alemany)
Purple Cows and Potato Chips (Alemany)
Improving Aural Comprehension (Delta)
Intermediate Reading Practices (University of Michigan Press)
American Sounds and Spelling (University Center for International Studies)
Complete Course in English 3 and 4 (for readers) (Prentice Hall)
Modern Short Stories (Prentice Hall)
Easy Reading Selections (Prentice Hall)
React Interact (Newbury)

Books - Advanced

Connections (Prentice Hall)
Consider the Issues (Longman)
Listening Focus (Lingual House)
Practice, Plan and Write (American Book Company)
Patterns of American English (Oceana)
Essential Idioms in English (Prentice Hall)
Graded Exercises in English (Prentice Hall)
Alice Blows a Fuse (Prentice Hall)
Look Who's Talking (Alemany)
PD's Pronunciation Drills (Prentice Hall)
Listening Tasks (Cmabridge University Press)

Books - Prevocational

English That Works (Scott, Foresman)
It's Up to You (Longman)
Prevocational English (National Textbook)
Finding a Job in the United States (National Textbook)
Speaking Up at Work (Oxford University Press)
Ready to Write (Longman)
Attitudes Through Idioms (Newbury)
Janus Job Interview (Janus)
Janus Job Hunting Handbook (Janus)
Janus Job Interview Practical Pak (Janus)
Job Box (Janus)
Career Box (Janus)
Teacher Made Materials

Special Features:

1. LEP Vocational Program

Integrated into the ESL program is the Limited English Proficiency (LEP) vocational liaison program. It is multifaceted and designed to assist prevocational ESL students entering vocational training. All LEP students receive screening and aptitude tests, as well as an orientation to the vocational-technical program offered at Connelley. The LEP student is then placed into a prevocational career course. The course helps to develop language ability correlated with job orientation and job search skills through a multi-media approach. The program also provides individual and group instruction/guidance to help in the achievement of the student's vocational goals; thus, permitting the LEP student to successfully enter a full-time vocational-technical program at Connelley.

2. Volunteers

Connelley also has an Adult Literacy Program which provides volunteers for the English as a Second Language Program.

The Adult Literacy Program provides remediation in the areas of reading, mathematics, and language arts to adults with little or no skills in these areas (0-4 grade levels).

There are four components:

1. Classroom instruction (with two certified teachers)
2. One-on-one tutoring (presently there are 95 volunteers)
3. Small group instruction
4. Two Special Needs groups (educable mentally retarded)

3. Support Services

Connelley Skill Learning Center has entered into agreements with the following agencies to provide student financial assistance.

TN - Transitionally Needy
SPOC - Single Point of Contact
JTPA - Job Training Partnership Act

Qualifying ESL students are referred to the appropriate programs. The Learning Center also acts as a referral base to all other agencies providing adult services throughout the City of Pittsburgh.

Program:

York County Literacy Council
Yorktowne Mall
131 North Duke Street
York, PA 17401
717-845-8719

Contact Person:

Gail Dennis

General Program Description:

The York County Literacy Council teaches adults to read, write, and/or speak English, primarily one-to-one, through a corps of volunteer tutors. The program is student-centered, i.e., the student's goals and abilities determine the curricula and techniques.

The York County Literacy Council, founded in 1976, has a long history of serving the 0-4/ESL population of the county. Recently, the council joined with two other county programs, the Lincoln Intermediate Unit's Project ABE and the Lincoln Intermediate Unit's York Adult Learning Center, to offer services at one location at the Yorktowne Mall. At this cooperative site, prospective and present students can easily be referred from one program to another to respond to individual needs. In 1988, 368 students were served. The Council has 245 tutors, with 55 volunteers who serve in other capacities. One ESL student is on the Board of Directors. It is planned to recruit a Basic Reading student to also serve on the Board.

Instructional Methodology:

Instruction is provided within a group setting, with on-site, one-to-one tutoring for beginning students. The classes are multi-level. Therefore, during the second hour of instruction beginning students are tutored which allows time for more emphasis to be placed on intermediate and advanced skills for the remaining students.

Instructional Materials

Real Life English (Steck-Vaughn)
Side by Side (Prentice Hall)
Longman Picture Dictionary (Longman)
Bilingual English-Spanish/Spanish-English Pocket Dictionary (Random House)
Sign Language - A Survival Vocabulary (Janus)
Vocabulary worksheets
Flash cards
Newspapers

Magazines
Maps
Audio tapes

Special Features:

In 1987 the York County Literacy Council established a cooperative program with the York Spanish American Center (SAC) and Pennsylvania Farm Workers Opportunity (PAFO). The cooperative venture came as a response to several factors:

1. The Council had few Hispanic clients in a community with a Hispanic population of 6,000 to 7,000.

2. The Council was receiving very few referrals from the Spanish American Center.

3. Hispanics were not taking advantage of existing evening ESL classes because of lack of transportation and/or because they wished to stay within their own community.

4. PAFO was interested in obtaining Act 143 funds for their clients.

In response, the three agencies met and agreed that the Council would administer the program, hire a teacher, and supply tutors; SAC would recruit students and host the class; and PAFO would recruit and provide transportation. The Speak Up! In English class was immediately successful in numbers and results.